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ABSTRACT

The perceptions of elementary classroom teachers and principals regarding the need for inservice education to aid teachers in fulfilling their roles are examined. The study determines whether teachers' and administrators' perceptions of need for the inservice education of teachers fall along predetermined categories, and it identifies areas of mutual need perception. The study also serves as a framework of understanding to enable better administrative planning of teacher inservice programs. (Author)

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COMPARATIVE STUDY OF THE PERCEPTIONS OF ELEMENTARY PRINCIPALS AND TEACHERS REGARDING NEEDS FOR TEACHERS' SKILL DEVELOPMENT; IMPLICATIONS FOR INSERVICE EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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WHENEVER I VISITED A SCHOOL, THE ADMINISTRATOR WHETHER SUPERINTENDENT OR PRINCIPAL, WOULD QUESTION ME AS TO WHAT RESEARCH COLLEGES WERE DOING TO AID SCHOOLS IN STIMULATING THEIR FACULTY. AS AN ASSISTANT SUPERINTENDENT STATED "I HAVE A COMPETENT STAFF THAT HAS AN AVERAGE OF 15 YEARS EXPERIENCE IN THE DISTRICT, BUT BECAUSE OF DECLINING ENROLLMENT WE NO LONGER HIRE NEW TEACHERS, AND THERE ARE FEWER YOUNG PEOPLE GOING INTO EDUCATION, SO THAT IT IS RARE FOR US TO GET STUDENT TEACHERS, AND THAT MEANS THERE ARE VERY FEW NEW IDEAS COMING INTO OUR SCHOOLS. MANY OF OUR FACULTY ARE IN A RUT AND WE NEED SOMETHING EXCITING TO REVITALIZE THEM."

THE RESEARCH I CONDUCTED WILL TELL YOU WHAT WAS DONE AND THE RESULTS THAT LED TO PLANS FOR A NEW CONCEPT - THAT OF ON SITE TEACHER CENTER. BUT FIRST LET ME TELL YOU SOMETHING ABOUT THE STUDY.

THIS STUDY EXAMINES SOME ISSUES AND PRACTICES SURROUNDING INSERVICE EDUCATION. IT FOCUSES UPON THE PERCEPTIONS OF ELEMENTARY CLASSROOM TEACHERS AND THEIR PRINCIPALS REGARDING THE NEED FOR INSERVICE EDUCATION TO ASSIST TEACHERS IN FULFILLING THEIR ROLES. THE STUDY DETERMINES WHETHER TEACHERS' AND ADMINISTRATORS' PERCEPTIONS OF NEED FOR THE INSERVICE EDUCATION OF TEACHERS FALL ALONG PRE-DETERMINED CATEGORIES, AND IN ADDITION, IT IDENTIFIES AREAS OF MUTUAL NEED PERCEPTION. THE STUDY ALSO SERVES AS A FRAMEWORK OF UNDERSTANDING TO ENABLE BETTER ADMINISTRATIVE PLANNING OF TEACHER INSERVICE PROGRAMS. IT ASSUMES THAT IMPROVED PLANNING CAN RESULT FROM TAKING SUCH FACTORS INTO ACCOUNT.

TRADITIONALLY, A MAJOR CHARGE TO SCHOOL ADMINISTRATORS HAS BEEN THE IMPROVEMENT OF INSTRUCTION IN THE SCHOOLS. ONE OF THE MOST FAVORED METHODS OF AMERICAN SCHOOL ADMINISTRATORS TO MEET THIS CHARGE, A METHOD DATING BACK TO THE 1850's IS THE USE OF VARIOUS "INSERVICE PROGRAMS FOR TEACHERS UNDER THE EMPLOYMENT OF THE SCHOOL DISTRICT." IN GENERAL, A WIDELY HELD BELIEF EXISTS THAT CRITICAL ATTITUDES, SKILLS AND KNOWLEDGE MAY BE DEVELOPED IN THE SCHOOL'S FACULTY THROUGH INSERVICE EDUCATION. INSERVICE EDUCATION MAY BE REGARDED AS A PROGRAM OF PLANNED ACTIVITIES WHOSE PURPOSE IS THE CONTINUED PROFESSIONAL GROWTH AND DEVELOPMENT OF TEACHERS.

IN THE LITERATURE OF ADMINISTRATION, INSERVICE EDUCATION IS CONSIDERED IMPORTANT BECAUSE IT IS THOUGHT TO INCREASE THE CRUCIAL KNOWLEDGE AND SKILLS OF PRACTICING TEACHERS. IN CONTRAST TO PRESERVICE EDUCATION WHICH INTRODUCES NEOPHYTE TEACHERS TO THE FIELD, INSERVICE EDUCATION DEALS WITH THE ONGOING DEVELOPMENT OF VETERAN TEACHERS. DURING THE LAST TWO DECADES A HOST OF INNOVATIONS, SOCIETAL CHANGES AND ATTITUDINAL CHANGES IN STUDENTS HAVE GIVEN INSERVICE EDUCATION A MAJOR ROLE IN PROFESSIONAL EDUCATION BECAUSE TEACHERS PRESENTLY EMPLOYED HOLD KNOWLEDGE, METHODS, AND ATTITUDES WHICH ARE OFTEN AT VARIANCE WITH CURRENT EDUCATIONAL GOALS. IF TEACHERS ARE TO KEEP ABREAST OF CHANGES, IT IS ARGUED, THEY REQUIRE MORE EDUCATION ON THE JOB.

AMONG COMMONLY CITED REASONS FOR HAVING INSERVICE PROGRAMS ARE: (1) THE NEED TO KEEP TEACHERS UPGRADED IN THEIR COMPETENCIES BEYOND THEIR INITIAL TRAINING - THAT IS, A NEED FOR SUSTAINING PROFESSIONAL GROWTH WHILE IN EMPLOYED SERVICE: (2) THE USE OF INSERVICE TO INFORM PERSONS, BRING THEM TOGETHER, AND TO ARTICULATE OR BLEND TOGETHER NEW/AND OR OLD PROGRAMS: AND (3) AS A MEANS TO BOOST MORALE BY REDUCING FEELINGS OF LONELINESS IN THE CLASSROOM.

IT HARDLY SEEMS SURPRISING, THEREFORE, WHEN ONE HEARS A PRESTIGIOUS FEDERAL RESEARCH AGENCY SUCH AS THE NATIONAL INSTITUTE OF EDUCATION MAKING STATEMENTS THAT IT MUST DEVELOP A VARIETY OF STRUCTURES "TO PROVIDE INSERVICE OR CONTINUING EDUCATION TO ALL TEACHERS." (7:94)

OUTSIDE THE FIELD OF EDUCATION, THE NOTION THAT SOME FORM OF CONTINUING DEVELOPMENT OR INSERVICE WORK IS BOTH NECESSARY AND PROFESSIONALLY REQUIRED APPEARS WIDELY ACCEPTED. FOR EXAMPLE, THE NATIONAL COMMISSION FOR THE STUDY OF NURSING AND NURSING EDUCATION INCLUDED SEVERAL RECOMMENDATIONS ON CONTINUING EDUCATION (6). ANOTHER GROUP REPRESENTING PHYSICIANS, THE AD HOC COMMITTEE ON CONTINUING EDUCATION AND TRAINING (1:46-50), APPOINTED BY THE SURGEON GENERAL IN 1967, SPECIFIED CONTINUING EDUCATION BE DIRECTED TOWARD NEW RESPONSIBILITIES IN A CAREER FIELD AND THE UPDATING OF KNOWLEDGE AND SKILLS FOR ALL DOCTORS. IN THE FIELD OF LAW, THERE IS ALSO A GROWING MOVEMENT FOR LAWYERS TO REDISCOVER THEIR PROFESSIONAL STRENGTHS AND WEAKNESSES. CONTINUING EDUCATION IN THE FORM OF INSTITUTES, WORKSHOPS AND SEMINARS HELP LAWYERS UPDATE THEIR KNOWLEDGE.

HOWEVER, A PREDOMINANCE OF THE LITERATURE IN THE FIELD OF EDUCATION REFLECTS DISILLUSION WITH INSERVICE EDUCATION. PARADOXICALLY WHILE EDUCATIONAL LITERATURE HOLDS INSERVICE EDUCATION TO BE IMPORTANT, THE IMPRESSION IS STRONG THAT MUCH OF WHAT PASSES FOR INSERVICE EDUCATION IS UNINSPIRED AND INEFFECTIVE, FOR EXAMPLE, DONALD DAVIES, FORMER DEPUTY COMMISSIONER OF EDUCATION, BELIEVES THAT INSERVICE TEACHER TRAINING IS THE "SLUM OF AMERICAN EDUCATION - DISADVANTAGED, POVERTY STRICKEN, NEGLECTED, PSYCHOLOGICALLY ISLOATED, WHITTLED WITH EXPLOITATION, BROKEN PROMISES AND CONFLICT." (5)

ROLE AND PERCEPTION IN INSERVICE EDUCATION. THERE IS A SECOND FACET OF THIS STUDY WHICH NEEDS REVIEW. THE MAJOR REASON FOR OPERATING INSERVICE EDUCATION PROGRAMS IS TO ENABLE PERSONS TO PERFORM THEIR PROFESSIONAL ROLES MORE EFFECTIVELY. THE FIRST STEP IN THIS LEARNING PROCESS MIGHT WELL BE A CLEAR UNDERSTANDING OF THE ROLE. BASIC TO THIS UNDERSTANDING IS FIND OUT HOW THE ROLES ARE VIEWED BY THOSE INVOLVED.

ACCORDING TO THE ROLE THEORISTS, A ROLE MAYBE DEFINED "AS A COLLECTION OF ACTIVITIES PECULIAR TO A POSITION OR FUNCTION IN SOCIETY AT LARGE, A COMMUNITY, AN ORGANIZATION." (13:47). A MAJOR ASPECT OF ROLE BEHAVIOR IS HOW THE INDIVIDUAL PERCEIVES WHAT HIS ROLE ENTAILS. IN OTHER WORDS, WHAT IS NECESSARY IN TERMS OF ATTITUDES, SKILLS AND KNOWLEDGE FOR HIM TO EXECUTE OR TO FULFILL THE EXPECTATIONS HELD FOR HIS ROLE. WHERE ALL PARTIES IN AN ORGANIZATIONAL SETTING AGREE ON WHAT IS NECESSARY TO FULFILL A CERTAIN ROLE, THERE IS MORE LIKELY TO BE GREATER SATISFACTION OBSERVED BY ALL THESE PARTIES WITH THAT ROLE PERFORMANCE. EACH KNOWS WHAT IS EXPECTED OF THEM UNDER A VARIETY OF CONDITIONS. THE

POTENTIAL FOR CONFLICT IS REDUCED, AND THINGS SEEM TO GO BETTER OR SMOOTHER.

IF AS STUDIES INDICATE, ROLE THEORY AND STUDIES OF PERCEPTION ARE VALID APPROACHES TO UNDERSTANDING BEHAVIOR IN ORGANIZATIONS, THEN THEY MAY BE EMPLOYED TO HELP GAIN KNOWLEDGE DIRECTED AT DEVELOPING MORE SATISFACTORY FORMS OF INSERVICE PROGRAMS. IN TURN, SUCH KNOWLEDGE SHOULD BE UTILIZED IN SHAPING ADMINISTRATIVE GUIDELINES FOR OPERATING INSERVICE PROGRAMS THAT COME CLOSER TO FULFILLING THE EXPECTATIONS OF TEACHERS, ADMINISTRATORS AND THE ORGANIZATION. UNTIL ROLE EXPECTATIONS ARE BETTER CLARIFIED AND DIFFERING PERCEPTIONS ON THE OPERATION OF INSERVICE PROGRAMS BETWEEN ADMINISTRATORS AND TEACHERS ACCOMMODATED, THE CHANGES FOR ADMINISTERING MORE SUCCESSFUL PROGRAMS SEEM SLIM IN TODAY'S EDUCATIONAL CLIMATE.

THIS LED TO THE MAJOR HYPOTHESES OF THE STUDY AND THAT WAS THAT THERE ARE SIGNIFICANT DIFFERENCES BETWEEN ELEMENTARY TEACHERS AND PRINCIPALS ROLE PERCEPTIONS AS TO THE NEEDS OF TEACHERS FOR INSERVICE TRAINING.

A RECENT REVIEW (1974) OF RESEARCH LITERATURE ON INSERVICE TRAINING PROGRAMS WAS AIDED ENORMOUSLY BY THE WORK OF LAWRENCE AND OTHERS FOR THE FLORIDA STATE EDUCATION DEPARTMENT. THEIR PIONEERING EFFORT YIELDS SOME INTERESTING DATA. (10)

1. INSERVICE PROGRAMS IN SCHOOLS AND ON COLLEGE CAMPUSES ARE EQUALLY CAPABLE OF AFFECTING TEACHER BEHAVIOR, BUT THE SCHOOL SETTINGS TEND TO BE CAPABLE OF INFLUENCING MORE COMPLEX BEHAVIOR CHANGES OF TEACHERS.

2. TEACHER ATTITUDES ARE MORE LIKELY TO BE INFLUENCED IN SCHOOL-BASED THAN IN COLLEGE-BASED PROGRAMS.

3. NO MEDIUM OF INSTRUCTION IS BROADLY INAPPROPRIATE OR DISTINCTLY INFERIOR IN THE ACCOMPLISHMENTS OF THE OBJECTIVES OF INSERVICE EDUCATION.

4. SCHOOL-BASED PROGRAMS IN WHICH TEACHERS PARTICIPATE AS HELPERS TO EACH OTHER AND PLANNERS OF INSERVICE ACTIVITIES TEND TO HAVE GREATER SUCCESS IN ACCOMPLISHING THEIR OBJECTIVES THAN DO PROGRAMS WHICH ARE CONDUCTED BY COLLEGES OR OTHER OUTSIDE PERSONNEL WITHOUT THE ASSISTANCE OF TEACHER.

5. SCHOOL BASED INSERVICE PROGRAMS THAT EMPHASIZE SELF INSTRUCTION BY TEACHERS HAVE A STRONG RECORD OF EFFECTIVENESS.

6. OBJECTIVES OF INSERVICE EDUCATION THAT DEAL WITH CHANGING TEACHER CONCEPTS OR ENLARGING THE TEACHER'S STORE OF INFORMATION HAVE A HIGH RATE OF REALIZATION; OBJECTIVES DEALING WITH OVERT TEACHING BEHAVIOR ARE LESS OFTEN REALIZED; AND OBJECTIVES INVOLVING CHANGES IN TEACHER ATTITUDES OR VALUES ARE LEAST OFTEN REALIZED.

7. INSERVICE EDUCATION PROGRAMS THAT HAVE DIFFERENTIATED TRAINING EXPERIENCES FOR DIFFERENT TEACHERS (THAT IS, "INDIVIDUALIZED") ARE MORE LIKELY TO ACCOMPLISH THEIR OBJECTIVES THAN ARE PROGRAMS THAT HAVE COMMON ACTIVITIES FOR ALL PARTICIPANTS.

8. INSERVICE EDUCATION PROGRAMS THAT PLACE THE TEACHER IN ACTIVE ROLE (CONSTRUCTING AND GENERATING MATERIALS, IDEAS, AND BEHAVIORS) ARE MORE LIKELY TO ACCOMPLISH THEIR OBJECTIVES THAN ARE PROGRAMS THAT PLACE THE TEACHER IN A RECEPTIVE ROLE (ACCEPTING IDEAS AND BEHAVIOR PRESCRIPTIONS NOT OF HIS OR HER OWN MAKING).

9. TEACHERS ARE MORE LIKELY TO BENEFIT FROM INSERVICE PROGRAMS IN WHICH THEY CAN CHOOSE GOALS AND ACTIVITIES FOR THEMSELVES, AS CONTRASTED WITH PROGRAMS IN WHICH THE GOALS AND ACTIVITIES ARE PREPLANNED.

10. SELF-INITIATED AND SELF-DIRECTED TRAINING ACTIVITIES ARE SELDOM USED IN INSERVICE PROGRAMS, BUT THIS PATTERN IS ASSOCIATED WITH SUCCESSFUL ACCOMPLISHMENT OF PROGRAM GOALS.

WE CAN SUM UP THE SHIFTING CONTEMPORARY VIEW OF TEACHER INVOLVEMENT IN INSERVICE EDUCATION WITH THE FOLLOWING POINTS: (11:1-4)

* IN THE PERIOD AHEAD WE WILL SEE THE INTRODUCTION OF NEW TECHNOLOGICAL DEVICES, THE EXTENSION OF THE CLASSROOM TO THE RESOURCES OF THE COMMUNITY AT LARGE, AND THE EMERGENCE OF NEW INSTRUCTIONAL MATERIALS AND METHODS. EACH OF THESE WILL DEMAND SPECIAL TEACHING SKILLS. WE MUST CAPITALIZE AS SOON AS POSSIBLE, AND INSTITUTE PROGRAMS OF PROFESSIONAL GROWTH THAT GUARANTEE SKILL MASTERY.
* THE IMPROVEMENT OF TEACHING SKILLS MUST BECOME A ROUTINE ASPECT OF PROGRESSIONAL LIFE. TEACHERS MUST BE GIVEN TIME AND OTHER RESOURCES WITH WHICH TO ASSESS THEIR PROFESSIONAL NEEDS AND TO CARRY ON IMPROVEMENT ACTIVITIES.
* EFFECTIVE TEACHING IS CHARACTERIZED BY THE ABILITY TO MAKE RATIONAL CHOICES THROUGH WHICH MEANS ARE ADOPTED TO ENDS. PROGRAMS OF CONTINUING TEACHER EDUCATION SHOULD INCREASE RATHER THAN DECREASE THE TEACHER'S INSTRUCTIONAL OPTIONS.
* TO GROW, TEACHERS MUST HAVE KNOWLEDGE OF THE CONSEQUENCES OF THEIR WORK. WHAT HAPPENS TO THE CHILDREN? PROGRAMS OF PROFESSIONAL GROWTH SHOULD PROVIDE TEACHERS WITH THE TIME AND TOOLS NECESSARY TO CONCEPTUALIZE THEIR EXPERIENCES, AND TO REACH INSIGHTS THAT ALTER THEIR PERCEPTIONS OF THEIR ROLE AND TASK.

IN BRIEF, WE ARE LIVING IN A PERIOD OF TIME IN WHICH THE ADMINISTRATION AND OPERATION OF INSERVICE TRAINING PROGRAMS ARE EXPERIENCING A CHANGING IDEOLOGY AND DIRECTION.

ONE OF THE MOST IMPORTANT COMPONENTS OF INSERVICE EDUCATION IS NEEDS ASSESSMENT OR FINDING OUT WHAT TEACHERS NEED AND WANT. THIS LED SHEARRON (UNIVERSITY OF GEORGIA) TO STATE: (14:3)

THERE EXISTS A WIDELY HELD OPINION THAT: (1) NEEDS ASSESSMENT IS A "PROFESSIONALLY CORRECT" PRACTICE IN THE CONSTRUCTION OF INSERVICE PROGRAMS; (2) DIRECTLY OR INDIRECTLY, THE NEEDS OF TEACHERS SHOULD BE IDENTIFIED, ASSESSED, AND INCORPORATED INTO THE PLAN FOR INSERVICE PROGRAMS; AND (3) THE BELIEF EXISTS THAT THE PARTICIPANTS THEMSELVES SHOULD BE INTIMATELY INVOLVED IN THE PLANNING, DEVELOPMENT, AND OPERATION OF INSERVICE PROGRAMS.

> TEACHER PARTICIPATION IN PLANNING, CONDUCTING, AND EVALUATING TEACHER EDUCATION PROGRAMS HOLDS GREAT PROMISE AS A MEANS OF ACHIEVING NEW LEVELS OF QUALITY AND SOPHISTICATION IN TEACHER EDUCATION. TEACHER EDUCATION PROGRAMS MUST COME TAILOR MADE TO FIT THE CONTEMPORARY TEACHER AND MUST BE IN REVISION CONSTANTLY. (9:47)

THE CENTER FOR INSERVICE EDUCATION OF THE TENNESSEE STATE DEPARTMENT OF EDUCATION (15) FOUND THAT INSERVICE EDUCATION IS GENERALLY PLANNED BY THE ADMINISTRATIVE AND SUPERVISORY STAFF OF A SCHOOL SYSTEM FOR THE BENEFIT OF TEACHERS. YET, PARADOXICALLY, WHILE INSERVICE EDUCATION IS PLANNED WITH THE AIM OF UPGRADING TEACHER'S COMPETENCIES, IT TENDS TO BE PLANNED WITHOUT CONSIDERING THE TEACHER'S DESIRES, CAPABILITIES, INTERESTS, OR NEEDS. THE SURVEY STATES ALSO THAT PRESENT INSERVICE PRACTICES

LEAVE TEACHERS FRUSTRATED, DISCOURAGED, AND RESENTFUL. TEACHERS ESPECIALLY SEEM TO RESENT BEING "HERDED" TOGETHER INTO A SITUATION OVER WHICH THEY HAVE NO CONTROL AND NO VOICE IN PLANNING. ANALYZING THE RESULTS OF THE SURVEY FURTHER, BRIMM AND TOLLET (2:525) HOLD THAT DETERMINATION OF THE NEEDS OF TEACHERS WITHIN THE SCHOOL SYSTEM SHOULD BE THE PREREQUISITE OF THE PLANNING INSERVICE EDUCATION PROGRAMS.

THE MIXED PERCEPTIONS OF TEACHERS AND ADMINISTRATORS. AN INVESTIGATION ON TEACHER-PRINCIPAL AGREEMENT WAS CONDUCTED BY M. V. CAMPBELL (3) WHO STUDIED THE RELATIVE PERCEPTION OF 284 TEACHERS AND FIFTEEN PRINCIPALS ON THE TEACHER ROLE. ON A SIXTY ITEM FORM, EACH PRINCIPAL INDICATED HIS EXPECTATIONS OF TEACHERS, AND HE RATED THE EFFECTIVENESS OF HIS TEACHERS. THE SAME FORM WAS GIVEN TO EACH TEACHER WHO WAS ASKED TO EXPRESS WHAT WAS MOST WANTED IN A TEACHING POSITION. THEY RATED SATISFACTION AND EFFECTIVENESS HIGHEST IN ADDITION TO THE DEGREE OF CONFIDENCE IN THE PRINCIPAL'S LEADERSHIP. CAMPBELL'S HYPOTHESES CONFIRM: (1) THAT THOSE TEACHERS WHOSE WANTS AND NEEDS WERE MORE CONGRUENT WITH THEIR PRINCIPAL'S EXPECTATIONS WOULD EXPRESS SIGNIFICANTLY HIGHER JOB SATISFACTION THAN WOULD THOSE TEACHERS WHOSE NEEDS WERE IN CONFLICT WITH THE PRINCIPAL'S VIEW OF THE TEACHER'S ROLE: AND (2) THAT TEACHERS WHOSE EXPECTATIONS WERE NEARLY THE SAME AS THOSE HELD BY THE PRINCIPAL WOULD BE RATED AS MORE EFFECTIVE TEACHERS.

IN ANOTHER STUDY TINART (16) FOUND THAT THE MOST MEANINGFUL AND EFFECTIVE INSERVICE EDUCATION TAKES PLACE WHEN PRINCIPALS AND TEACHERS SHARE MUTUAL GOALS AND EXPECTATIONS.

PERCEPTIONS OF TEACHER NEEDS BY ADMINISTRATORS. A COMPARISON OF THE EXTENT OF THE INTENSITY OF INSERVICE NEEDS OF EXPERIENCED ELEMENTARY SCHOOL TEACHERS IN FAIRFIELD COUNTY, CONNECTICUT AS IDENTIFIED BY THESE EXPERIENCED TEACHERS AND THEIR PRINCIPALS, SHOWED THAT TEACHERS AND PRINCIPALS WERE IN AGREEMENT ON SEVEN OF THE TEN MOST HIGHLY RANKED NEEDS. HOWEVER, AN ANALYSIS OF THE MEAN SCALE OF TEACHERS AND PRINCIPALS REVEALED SIGNIFICANT DIFFERENCES FOR 133 OF THE 144 LISTED NEEDS. "PRINCIPALS" CONSIDERED THESE NEEDS MORE INTENSE THAN DID TEACHERS. (12) A SIMILAR RESULT WAS NOTED IN A STUDY BY YORK WHO FOUND THAT PRINCIPALS AND BEGINNING TEACHERS AS GROUPS IDENTIFIED THE SAME PROBLEMS BUT DID NOT AGREE UPON INTENSITY OF THE PROBLEMS. (18)

IT IS EVIDENT THAT PRINCIPALS AND TEACHERS MUST HAVE SIMILAR PERCEPTIONS OF THE ROLE OF THE TEACHER IN ORDER TO EFFECTIVELY PLAN AND IMPLEMENT A PROGRAM TO AID IN THE PROFESSEIONAL GROWTH OF TEACHERS. IT IS APPARENT, AT THE SAME TIME, THAT IF PRINCIPALS AND TEACHERS FAIL TO HAVE SIMILAR PERCEPTIONS, ROLE CONFLICT ENTERS THE PICTURE. THE PRESENCE OF SUCH CONFLICT MITIGATES AGAINST THE SUCCESSFUL ADMINISTRATION OF ANY PROGRAM REQUIRING COMMITTED PARTICIPATION.

THUS THIS STUDY INVESTIGATES THE PERCEPTIONS HELD BY ELEMENTARY TEACHERS AND THEIR BUILDING PRINCIPLES OF THE NEED FOR INSERVICE EDUCATION TO ASSIST TEACHERS IN FULFILLING THEIR PROFESSIONAL ROLES. IF THE GENERAL AREAS OF MUTUAL NEED PERCEPTION CAN BE IDENTIFIED THEN IN TURN THIS IDENTIFICATION CAN FACILITATE THE ADMINISTRATION OF INSERVICE PROGRAMS THAT HOLD PROMISE OF FULFILLING THE ROLE.

RESEARCH DESIGN - THE MAJOR HYPOTHESIS OF THIS STUDY CONTENDS THAT THERE ARE SIGNIFICANT DIFFERENCES BETWEEN ELEMENTARY TEACHERS AND PRINCIPALS ROLE PERCEPTIONS CONCERNING THE NEEDS OF TEACHERS FOR INSERVICE TRAINING. BECAUSE THIS DIFFERENCE IS BELIEVED TO EXIST, IT THEN FOLLOWS THAT DIFFERENCES MIGHT ALSO BE EXPECTED TO BE REFLECTED IN SPECIFIC SKILL CATEGORIES. ACCORDINGLY, A SERIES OF SUB-HYPOTHESIS ARE OFFERED AND THESE ARE THAT THERE ARE SIGNIFICANT DIFFERENCES BETWEEN ELEMENTARY TEACHERS'AND PRINCIPALS' PERCEPTIONS OF TEACHER NEEDS FOR INSERVICE TRAINING IN THE SKILLS RELATED TO:

ASSESSING AND EVALUATING STUDENT BEHAVIOR
PLANNING INSTRUCTION
CONDUCTING AND IMPLEMENTING INSTRUCTION
PERFORMING ADMINISTRATIVE DUTIES
COMMUNICATING AND INTERACTING
DEVELOPMENT OF PERSONAL SKILLS
DEVELOPING PUPIL SELF

SAMPLE DETERMINATION - THE SAMPLE POPULATION WAS CHOSEN FROM THE POPULATION OF NASSAU AND SUFFOLK K-12 SCHOOL DISTRICTS OF THE STATE OF NEW YORK. THERE ARE FORTY-ONE K-12 SCHOOL DISTRICTS IN NASSAU COUNTY AND FIFTY-THREE IN SUFFOLK COUNTY. THESE SCHOOL DISTRICTS RANGE FROM RURAL THROUGH SUBURBAN TO URBAN SMALL CITIES. ENROLLMENT RANGES FROM 103 CHILDREN IN THE FISHER'S ISLAND SCHOOL SYSTEM TO 21,500 CHILDREN IN THE BRENTWOOD SCHOOL SYSTEM, BOTH IN SUFFOLK COUNTY.

THE SCHOOL DISTRICTS STUDIED WERE THEN RANDOMLY CHOSEN FROM THE TOTAL POPULATION OF SCHOOL DISTRICTS. FROM EACH RANDOMLY SELECTED DISTRICT, ONE ELEMENTARY SCHOOL WAS RANDOMLY SELECTED FOR A TOTAL OF FORTY SCHOOLS REPRESENTING FORTY DISTRICTS.

THE PRINCIPAL OF THAT SCHOOL WAS USED AS WELL AS FOUR TEACHERS, TWO FROM PRIMARY AND TWO FROM THE INTERMEDIATE SCHOOL LEVELS. THE TEACHERS WERE RANDOMLY CHOSEN FROM A LISTING OF ALL TEACHERS IN THAT SCHOOL. THE DEVICE USED IN THIS STUDY TO DETERMINE NEEDS WAS DEVELOPED BY DR. GARY INGERSOLL AT THE UNIVERSITY OF INDIANA. IN THE NATIONAL CENTER FOR THE DEVELOPMENT OF TRAINING MATERIALS IN TEACHER EDUCATIONAL STUDIES AND TESTING HE INVESTIGATED THE WORK OF MANY PERSONS, EVALUATED THESE RESEARCHERS AND ALSO STUDIED EXISTING CATALOGS OF TEACHER COMPETENCIES. THESE WERE ANALYZED AND CATEGORIES OF TEACHING SKILLS WERE ABSTRACTED. ADDITIONALLY, ALL MAJOR PAST ATTEMPTS AT CLASSIFYING TEACHERS' NEEDS WERE STUDIED. FROM ALL THESE EFFORTS, A SERIES OF FORTY THREE ITEMS WERE CHOSEN, ITEMS THAT INDICATE A DIVERSITY OF TEACHING SKILLS. A LIKERT TYPE SCALE WAS USED (A SCALE WITH A RATING OF 1 - 5) WITH EACH TEACHER SPECIFYING WHETHER INSERVICE TRAINING WOULD BE HELPFUL FOR PARTICULAR SKILLS. THE INSTRUMENT WAS TESTED IN FOUR SCHOOL SYSTEMS - 163 TEACHERS IN THE SPRINGFIELD, ILLINOIS SCHOOLS, 202 TEACHERS IN THE WHITESBORO, NEW YORK SCHOOLS, 277 IN THE MICHIGAN CITY, INDIANA SCHOOLS. IN ALL 745 TEACHERS RESPONDED AND PROVIDED A RELIABILITY RATING OF .95. THE SAME NEEDS WERE REPLACED BY TEACHERS ACROSS ALL SCHOOLS IN ALL STATES. (8:12)

THE ITEMS IN THE TEACHER NEEDS ASSESSMENT INSTRUMENT WERE ANALYZED AND THEY WERE SORTED INTO SEVEN CLUSTERS WHICH HAD COMMALITY.

DATA COLLECTION - THE PRINCIPALS OF THE FIFTY RANDOMLY CHOSEN NASSAU AND SUFFOLK COUNTY ELEMENTARY SCHOOLS WERE CONTACTED BY TELEPHONE TO ASK FOR THEIR RESPONSE AND FOR THEIR PERMISSION TO ALLOW FOUR TEACHERS FROM THEIR SCHOOL TO PARTICIPATE IN THE STUDY.

AFTER THE PHONE CALLS, FOLLOW UP LETTERS WERE SENT TO COOPERATING PRINCIPALS TO GIVE THEM EXPLICIT DIRECTIONS. ALL PARTICIPANTS WERE SENT THE TEACHER NEEDS ASSESSMENT INSTRUMENT. FORTY THREE ITEMS OF THE INSTRUMENT WERE PLACED IN A RANDOMLY ARRANGED FORMAT AND DIRECTIONS TO THE PARTICIPANTS WERE INCLUDED FOR ANSWERING THE INSTRUMENT AND A SAMPLE EXAMPLE GIVEN. THE RESPONSE WAS 100% AND EVERYONE WAS MOST COOPERATIVE. HOWEVER, THAT MAY HAVE BEEN ACCOMPLISHED BECAUSE OF THE ROLE OF THE PERSON CONDUCTING THE RESEARCH - A COLLEGE ADMINISTRATOR. SOME OF THE RESPONSES HOWEVER, COULD NOT BE USED BECAUSE OF LOCAL FACTORS WHICH PREVENTED THE DISTRICTS FROM RESPONDING REASONABLY. FOR EXAMPLE, IN A FEW CASES, PAGES WERE NOT FILLED IN, AND IN ONE CASE ONLY THREE TEACHERS TURNED IN THEIR FORMS RATHER THAN THE FOUR TEACHERS DEEMED NECESSARY, (40 out of 50).

A TALLY SHEET SEPARATED THE TEACHER RESPONSES FROM THOSE OF THE PRINCIPAL AS WELL AS CATEGORIZING EACH OF THE PROFESSIONALS.

EACH INDIVIDUAL RESPONSE FOR ALL ITEMS ON EACH INSTRUMENT WAS RECORDED UPON THE TALLY SHEET. THE MEAN SCORE FOR EACH OF THE SEVEN CATEGORIES FOR TEACHERS AND PRINCIPALS WAS FOUND. EACH MEAN SCORE WAS ENTERED INTO A MASTER TALLY SHEET WHICH MADE DISTINCTION AMONG THE SEVEN CATEGORIES, THE TEACHER AND PRINCIPAL CATEGORY. FROM THIS SHEET THE MEAN SCORES WERE THEN ENTERED ONTO COMPUTER SHEETS.

THE RESULTS FOR THE MAJOR HYPOTHESIS SHOWED THAT THERE WERE SIGNIFICANT DIFFERENCES BETWEEN ELEMENTARY TEACHERS AND PRINCIPALS' PERCEPTIONS AS TO THE NEEDS OF TEACHERS FOR INSERVICE TRAINING IN SIX OF THE SEVEN CLUSTERS. THIS SUBSTANTIATED THE MAJOR HYPOTHESIS AND THE FOLLOWING SUB-HYPOTHESIS:

THERE ARE SIGNIFICANT DIFFERENCES BETWEEN ELEMENTARY TEACHERS AND PRINCIPALS' PERCEPTIONS OF TEACHER NEEDS TO HAVE INSERVICE TRAINING IN THE SKILLS RELATED TO

ASSESSING AND EVALUATING STUDENT BEHAVIOR

PLANNING INSTRUCTION

CONDUCTING AND IMPLEMENTING INSTRUCTIONS

COMMUNICATING AND INTERACTING

THE DEVELOPMENT OF PERSONAL SKILLS

DEVELOPING PUPIL SELF

IN THE CLUSTER OF SKILLS IN THE AREA RELATED TO PERFORMING ADMINISTRATIVE DUTIES THERE WAS NO SIGNIFICANT DIFFERENCE.

THEREFORE, IN THIS CLUSTER, TEACHERS AND PRINCIPALS SEEM TO BE IN SOME AGREEMENT AS TO THE NEEDS FOR TRAINING IN THE FOLLOWING ITEMS:

A. MANAGING CLASSROOM AFFAIRS IN ORDER TO GET MAXIMUM BENEFIT FROM SUPERVISING AIDS, TUTORS, ETC.

B. ARRANGING THE PHYSICAL ENVIRONMENT (E.G., DECIDING UPON SEATING ARRANGEMENTS, ETC.)

C. COMPROMISING PERSONAL ADMINISTRATIVE PRACTICES WITH DIRECTIONS FROM THE PRINCIPAL, ETC.

D. KNOWING WHERE TO REFER STUDENT PROBLEMS BEYOND WHAT CAN BE HANDLED BY THE TEACHER

E. DECIDING UPON WHICH METHODS OF CLASSROOM DISCIPLINE TO USE AND WHEN TO USE THEM.

F. EFFECTIVELY MEETING CLASSROOM PROBLEM SITUATIONS WITHOUT APPEARING AS AN OGRE TO THE STUDENTS.

AS SIX OF THE SEVEN SUB-HYPTOHESIS WERE FOUND TO BE SIGNIFICANT (4 AT THE .001 LEVEL, ONE AT THE .01 LEVEL AND ONE AT THE .05 LEVEL). THEREFORE, THE MAJOR HYPOTHESIS CAN BE ACCEPTED.

THE MAJOR OUTCOME IS THAT TEACHERS AND PRINCIPALS HAVE SIGNIFICANTLY DIFFERENT PERCEPTIONS OF THE NEEDS OF TEACHERS FOR THE CATEGORIES OF SKILLS PRESENTED IN THE INSTRUMENT. ALTHOUGH DIFFERENCES WERE FOUND, THEY WERE CREATED BY A CONSISTENTLY HIGHER STATISTICAL MEANS FOR PRINCIPALS BEING REPORTED. THIS CONSISTENT DIFFERENCE INDICATES THAT THE DIFFERENCE IN PERCEPTION IS NOT IN PRIORITY BUT RATHER STRENGTH OF FEELING. SIMPLY EXPRESSED, PRINCIPALS SEEM MORE CONVINCED OF THE NEEDS. TEACHERS AGREE BUT NOT AS STRONGLY, BUT BOTH GROUPS ARE IN CLOSE AGREEMENT ABOUT WHICH NEEDS ARE GREATEST AND WHICH ARE LEAST NECESSARY.

PRINCIPALS SYSTEMATICALLY RATED ALL CATEGORIES AS MORE IMPORTANT THAN THE TEACHERS RATINGS. HOWEVER, ALL MEANS, TEACHERS AND PRINCIPALS, WERE GREATER THAN NEUTRAL, AND THEREFORE, IT MUST BE CONCLUDED THAT TEACHERS ALSO FOUND EACH CATEGORY IMPORTANT. PRINCIPALS SAW THE NEED WITH GREATER INTENSITY. IN ORDER TO FURTHER INVESTIGATE THE QUESTION OF SIMILARITY OF PERCEPTION BETWEEN PRINCIPALS AND TEACHERS, WHILE BEING AWARE THAT PRINCIPALS RESPOND WITH GREATER INTENSITY, THE MEANS PER CATEGORY FOR PRINCIPALS AND TEACHERS WERE RANKED AND COMPARED USING A RANK ORDER CORRELATION. THE RESULT WAS .75 WHICH DEMONSTRATES THAT PRINCIPALS AND TEACHERS AGREE AS TO THE RANKING, IN IMPORTANCE, OF THE CATEGORIES. THUS, OVERALL, PRINCIPALS AND TEACHERS AGREE AS TO THE IMPORTANCE OF THE CATEGORIES.

THIS STUDY REPLICATED A MAJOR FINDING OF INGERSOLL, FOR HE FOUND THAT TEACHERS IN HIS SURVEY EXPRESSED A GREATER NEED FOR SKILLS TRAINING REPRESENTED BY THE CLUSTER OF SKILLS IN DEVELOPING PUPIL SELF THAN ANY OTHER CLUSTER./ (8:13-15) THE ITEMS IN THIS CLUSTER ARE:

FACILITATING PUPIL SELF-CONCEPT AND WORTH

FACILITATING PUPIL SOCIAL INTERACTION

FACILITATING DEVELOPMENT OF PUPIL RESPONSIBILITY

STIMULATING GROWTH OF PUPIL ATTITUDES AND VALUES

INSTILLING IN THE STUDENT THE WILL TO LEARN ON HIS OWN INITIATIVE

THIS STUDY PRESENTED HERE CONFIRMS AND ADDS TO INGERSOLL'S WORK. IN THIS STUDY BOTH PRINCIPALS AND TEACHERS FOUND THIS CLUSTER OF SKILLS TO BE THE MAJOR ONE THAT TEACHERS DESIRE FOR INSERVICE TRAINING.

INGERSOLL ALSO FOUND THAT INDIVIDUALIZING INSTRUCTION AN ITEM IN THE CLUSTER OF SKILLS TITLED CONDUCTING AND IMPLEMENTING INSTRUCTION WAS CONSIDERED BY TEACHERS TO BE AN AREA IN WHICH THEY DESIRED FURTHER TRAINING. THIS CATEGORY WAS RANKED SECOND BY TEACHERS IN THIS STUDY AND AGAIN AGREES WITH INGERSOLL'S FINDINGS. PRINCIPALS, HOWEVER, RATED THIS CATEGORY LOWER IN THEIR SCALE OF PRIORITIES (IN FACT, FOURTH).

THERE ARE ALSO MORE SPECULATIVE IMPLICATIONS. ONE OF THESE IS BASED UPON THE AGREEMENT FOUND BETWEEN TEACHERS AND PRINCIPALS REGARDING THE IMPORTANCE OF SKILL AREAS FOR INSERVICE TRAINING. THIS FINDING PROVIDES THE ADMINISTRATOR WITH SOME ASSURANCE THAT IF HE (OR SHE) WERE TO DELEGATE THE ORGANIZATION OF INSERVICE TO TEACHERS, THERE IS A GOOD REASON TO SUPPOSE THAT TEACHERS WOULD CREATE A PROGRAM THAT WOULD SATISFY THE PRINCIPAL'S DESIRE FOR THE TEACHER'S PROFESSIONAL DEVELOPMENT. INDEED A PRINCIPAL MAY WISH TO TRADE HIS CONTROL OF ORGANIZATION OF AN INSERVICE PROGRAM

FOR CONTROL OF OTHER ISSUES THAT ARE DEEMED MORE IMPORTANT. AT THE SAME TIME, IT WOULD OFFER TEACHERS AN OPPORTUNITY TO BECOME MORE DIRECTLY INVOLVED WITH THEIR PROGRAM. SINCE THESE FINDINGS ILLUSTRATE A STRONG CORRELATION BETWEEN THE RANKING OF TEACHERS AND PRINCIPALS IN THESE SKILL AREAS, IT SEEMS SENSIBLE TO CONCLUDE THAT IF TEACHERS WERE TO ORGANIZE INSERVICE TO SUIT THEIR PERCEIVED NEEDS, THE PROGRAM WOULD MEET THE APPROVAL OF THE PRINCIPAL. THIS CONCLUSION WOULD APPEAR TO BE SUPPORTED BY WOOG AND KAYA'S FINDING (17) THAT THE "AFFECTIVE-PERSONAL" CATEGORY (WHICH THEY DEFINED AS HAVING TO DO WITH AFFECTIVE BEHAVIORS RELATED TO THE INDIVIDUAL AND HIS PERSONAL DEVELOPMENT) WAS CONSIDERED BY BOTH TEACHERS AND ADMINISTRATORS AS THE MOST IMPORTANT CATEGORY.

OTHER IMPLICATIONS FOR ADMINISTRATORS CHARGED WITH THE ORGANIZATION OF INSERVICE PROGRAMS ARE: THE INTENSITY OF FEELING ON THE PART OF THE PRINCIPALS ABOUT THE NEEDS OF TEACHERS FOR INSERVICE TRAINING IN THESE SKILLS AREAS COULD BE ATTRIBUTED TO THE BROADER PERSPECTIVE AN ADMINISTRATOR MUST HAVE IN ORDER TO VIEW THE TOTAL ORGANIZATIONAL NEEDS. "THE PRINCIPAL IS AT ONCE A DIAGNOSTICIAN OF THE PROBLEM WHICH HIS SCHOOL NEEDS TO SOLVE AND A SYNTHESIZER OF THE FORCES THAT MIGHT BE BROUGHT TOGETHER TO SOLVE THEM." (3:217)

IT SEEMS LOGICAL TO IMPLY FROM THE FINDINGS THAT PRINCIPALS EXPRESS A GREATER DESIRE FOR TEACHER INSERVICE EDUCATION. PERHAPS THEY VIEW THE NEEDS FOR TEACHERS MORE INTENSELY SINCE THEY (THE PRINCIPALS) ARE NOT THE ONES BEING JUDGED, BUT ARE SITTING IN JUDGMENT OF OTHERS. TEACHERS, ON THE OTHER HAND, MIGHT FIND IT DIFFICULT TO BE COMPLETELY OBJECTIVE AS TO THEIR "REAL" NEEDS.

RECOMMENDATIONS - FROM THE FINDINGS UNCOVERED, THE IMPLICATIONS TO ADMINISTRATORS AND OTHERS CHARGED WITH RESPONSIBILITY FOR IN-SERVICE PROGRAMS LEADS TO THESE RECOMMENDATIONS:

1. BEFORE AN INSERVICE EDUCATION PROGRAM IS FORMALLY INSTITUTED, A NEEDS ASSESSMENT PROCEDURE SHOULD BE ESTABLISHED.
2. IT SEEMS CLEAR THAT IF TEACHERS ARE INCLUDED IN THE PLANNING OF THE DEVELOPMENT OF AN INSERVICE PROGRAM, THEY ARE MORE LIKELY TO HAVE GREATER PERSONAL INTEREST IN THE PROGRAM.
3. THIS STUDY WAS DONE AS A FOLLOW UP TO INGERSOLL'S SURVEY. HE STUDIED ONLY TEACHER PERCEPTIONS OF NEED AND RECOMMENDED THAT ADMINISTRATIVE DECISIONS ABOUT IN-SERVICE TRAINING BE MADE. THIS STUDY INCORPORATED BOTH TEACHER AND ADMINISTRATOR PERCEPTIONS. DR. INGERSOLL RECOMMENDED FURTHER THAT THESE DATA SHOULD BE "INCORPORATED WITH COMMUNITY INPUT INTO DECISIONS ABOUT THE CONTEXT AND PROCESS OF INSERVICE TRAINING." (8:19). THEREFORE, A RECOMMENDATION COULD BE MADE FOR A SURVEY OF COMMUNITY PERCEPTIONS OF THE NEEDS FOR INSERVICE TRAINING IN THE SKILLS AREA. BECAUSE THERE IS A GROWING TREND FOR THE COMMUNITY TO HOLD THE SCHOOLS ACCOUNTABLE FOR THE INSTRUCTION RECEIVED BY THEIR CHILDREN, IT SEEMS POLITICALLY (AS WELL AS EDUCATIONALLY WISE) TO INVITE THE COMMUNITY OPINION. THIS SAME COMMUNITY WILL BE ASKED BOTH TO FINANCE

THE INSERVICE PROGRAMS AS WELL AS LIVE WITH THE EDUCATIONAL RESULTS ACHIEVED BY THEIR CHILDREN.

4. AS THE CLUSTER OF SKILLS IN THE CATEGORY "DEVELOPING PUPIL SELF" WAS FOUND TO RANK NUMBER ONE BY BOTH TEACHER AND PRINCIPALS, THIS SEEMS TO REFLECT A DESIRE BY TEACHERS FOR GREATER TRAINING IN AREAS OF THE AFFECTIVE DOMAIN. IT IS HIGHLY POSSIBLE AND PROBABLE THAT THE GENERAL PUBLIC MIGHT NOT SHARE THIS PERCEPTION. IN ANY EVENT, SOME EFFORT IS RECOMMENDED FOR NOT ONLY PLANNING INSERVICE PROGRAMS CONCERNED WITH DEVELOPING THE PUPIL'S SELF BUT WITH HELPING THE PUBLIC UNDERSTAND THIS NEED. AND FINALLY, IT IS NECESSARY TO DISCOVER WHETHER THIS NEED ASSESSMENT PROCEDURE RESULTS IN BETTER ADMINISTRATIVE PLANNING OF INSERVICE PROGRAMS, "BETTER" IN THE SENSE THAT IT WILL RESULT IN THE CONTINUED PROFESSIONAL GROWTH AND DEVELOPMENT OF TEACHERS, AS WELL AS ACCOMMODATE NECESSARY ORGANIZATIONAL CHANGES. THEREFORE, IT IS HOPED THAT WHEN THE RESULTS OF THIS STUDY ARE SENT TO THE DISTRICTS INVOLVED IN THE STUDY, PERHAPS THE DISTRICTS WILL USE THIS PROCEDURE, EVALUATE IT, AND DISSEMINATE THEIR FINDINGS. THE INDICATIONS SEEM TO IMPLY THAT PROFESSIONAL ADMINISTRATIVE PRACTICE WILL IMPROVE BY FOLLOWING SUCH PROCEDURES.

5. ANOTHER RECOMMENDATION TO BE CONSIDERED IS THE REPLICATION OF THIS STUDY AT THE SECONDARY LEVEL. MOST EDUCATORS ARE AWARE THAT ELEMENTARY AND SECONDARY LEVELS OF EDUCATION ARE NOT ALWAYS SIMILAR IN THEIR APPROACH AND PERCEPTIONS. IT IS HIGHLY CONCEIVABLE THAT A DIFFERENT SET OF PERCEPTIONS MIGHT

EMERGE BETWEEN SECONDARY TEACHERS AND THEIR PRINCIPALS.

THIS RESEARCH LED TO A SEARCH FOR A WAY TO INCORPORATE ALL THESE FINDINGS IN A CREATIVE IMAGINATIVE INSERVICE PROGRAM THAT WOULD MAKE A DIFFERENCE. AFTER CONFERRING WITH ONE OF THE LOCAL CHIEF SCHOOL OFFICERS IN NASSAU COUNTY, WE TOOK THE FOLLOWING STEPS:

FIRST I MET WITH ABOUT 200 ELEMENTARY TEACHERS FROM THE DIS - TRICT AND GAVE THEM AND THE ADMINISTRATORS THE NEEDS ASSESSMENT SURVEY AND TOLD THEM WE WOULD LIKE TO INVOLVE THEM IN AN EXPERIMENT THAT WOULD PROVIDE RESEARCH ON INSERVICE EDUCATION. OUR PLAN WAS TO HAVE AN ON-SITE TEACHER CENTER THAT WOULD START WITH A DATA ANALYSIS OF THE NEEDS ASSESSMENT OF THE TEACHERS AND PRINCIPALS IN THE DISTRICT. OUR INFORMATION WAS GIVEN TO THE CHIEF ADMINISTRATOR WHO CHOSE ONE SCHOOL FOR PROFESSIONAL STAFF DEVELOPMENT.

THE PRINCIPAL AND A SELECTED GROUP OF TEACHERS FROM THE CHOSEN SCHOOL MET WITH COLLEGE FACULTY TO DISCUSS THE FINDINGS AND TO ES- TABLISH THE TOPICS AND FORMAT FOR A WEEK OF INTENSIVE TRAINING ON- SITE AND DURING THE SCHOOL DAY. TEACHERS WERE RELIEVED FROM CLASS DUTY EITHER BY GRADUATE ASSISTANTS FROM THE SCHOOL OF EDUCATION AND/ OR BY SUBSTITUTES HIRED BY THE SCHOOL. WE ALSO THOUGHT IT DESIREABLE FOR THE C. W. POST COORDINATOR TO MEET WITH ALL THE TEACHERS IN THE BUILDING CHOSEN TO MORE FULLY EXPLAIN THE PROGRAM BECAUSE WE KNEW THERE WOULD BE LOTS OF QUESTIONS.

TWO WEEKS PRIOR TO THE INTENSIVE INSTRUCTIONAL WORKSHOPS EACH CONSULTANT MADE A HALF DAY VISIT TO THE SCHOOL. THE OBJECTIVE WAS TO GET A FEELING FOR THE SCHOOL, TO MEET THE TEACHERS AND SIT IN ON SOME OF THE CLASSROOMS. THE TEACHERS' COMMITTEE AND THE PRINCIPAL ALSO MET WITH THE CONSULTANTS TO CLARIFY THE ANTICIPATED CONTENT OF

THE WORKSHOP. EACH TEACHER IN THE SCHOOL WAS ASKED TO WRITE A SHORT PARAGRAPH DESCRIBING PERSONAL EXPECTATIONS TO BE USED IN THE EVALUATION OF THE INSERVICE PROGRAM. IF MATERIALS WERE NECESSARY, THE PRINCIPAL WAS NOTIFIED TO HAVE THEM READY.

ONE WEEK PRIOR TO THE INTENSIVE INSTRUCTIONAL WORKSHOPS ALL MATERIAL IN C. W. POST'S INSTRUCTIONAL MATERIALS CENTER RELATING TO TOPICS WAS DELIVERED TO THE SCHOOL FOR A TWO WEEK INTERVAL, THAT MEANS FILMS, TAPES, BOOKS, RECORDS, GAMES, ETC. DURING THE WEEK OF INTENSIVE WORKSHOPS EACH CONSULTANT WAS SCHEDULED FOR EACH DAY FROM 9:00 TO 3:00 SO THAT TEACHERS WORKED DURING THEIR REGULAR SCHOOL DAY. THE FORMAT USED IN GROUPING TEACHERS DEPENDED ON THE TOPIC, CONSULTANT AND SCHOOL COMMITTEE. SOME TOPICS LENT THEMSELVES TO LARGE GROUPS, OTHERS TO DIVISIONS BASED ON GRADE LEVEL, ETC.

THE WEEK AFTER THE INTENSIVE WORKSHOPS A FOLLOW-UP QUESTIONNAIRE WAS SENT TO EACH TEACHER TO EVALUATE THE PROGRAM. THE INSTRUCTIONAL MATERIALS WERE FURTHER UTILIZED BY THE TEACHERS BEFORE BEING SENT BACK TO THE COLLEGE. ONE VERY IMPORTANT ASPECT OF THE PLAN WAS THAT THERE IS NO COLLEGE OR INSERVICE CREDIT SO THAT DISTRICTS DO NOT HAVE BUILT IN FINANCIAL INCREMENTS. IN MOST SCHOOLS FOR EVERY 15 CREDITS YOU RECEIVE A RAISE AND THAT IS A BUILT IN FINANCIAL EXPENDITURE. AS THE LEARNING WOULD TAKE PLACE DURING THE REGULAR WORKING DAY, NO INCREMENT WAS GIVEN.

THE 200 ELMONT TEACHERS RESPONDED MOST ENTHUSIASTICALLY TO THE PROJECT. IN FACT EACH SCHOOL VIED WITH THE OTHERS AS TO BEING INVOLVED IN THE STUDY, BUT THE CLARA H. CARLSON SCHOOL WAS CHOSEN AND THE NEEDS OF THE TEACHERS IN THAT SCHOOL BASED ON THE DATA AND THE

FURTHER REFINEMENT OF THE PRINCIPAL AND TEACHERS' COMMITTEE WERE ON TWO OF THE CLUSTERS: 1) DEVELOPING PUPIL SELF AND 2) CONDUCTING AND IMPLEMENTING INSTRUCTION. IN THAT SCHOOL, THIS MEANT GREATER TRAINING IN MATH INSTRUCTION TECHNIQUES AND A REVIEW OF THEIR MATH PROGRAM K-6.

WE STARTED MONDAY, AND THE POST FACULTY MEMBER WORKED ON TECHNIQUES TO USE TO HELP CHILDREN USE INITIATIVE FOR THEIR OWN LEARNING - HOW TO GET BETTER SOCIAL INTERACTION BETWEEN THE VARIOUS ETHNIC GROUPS, HOW TO HELP PARENTS HELP THEIR CHILDREN - TEACHER-PARENT COUNSELING, ETC.

ON TUESDAY A WORKSHOP WAS HELD IN THE MORNING WITH PRIMARY TEACHERS WHO MADE MATERIALS TO USE WHILE INDIVIDUALIZING INSTRUCTION IN MATH WITH SLOW LEARNERS, GIFTED. THIS WORKSHOP WAS DESIGNED TO HELP CLASSROOM TEACHERS CREATE MATERIALS THAT THEY CAN USE IN SETTING UP A MATH CENTER IN THEIR CLASSROOM.

IN THE AFTERNOON THE INTERMEDIATE TEACHERS MET WITH ANOTHER CONSULTANT TO REVIEW THE SCOPE AND SEQUENCE OF THE MATH PROGRAM K-6 TO DISCUSS THE PROS AND CONS OF MATH CONTRACTS, AND HOW TO ESTABLISH A CONTINUM OF STUDY IN MATH.

DURING THAT WORKSHOP AN INTERESTING INCIDENT OCCURRED - WHEN THE CONSULTANT DECLARED THAT A SPECIFIC TOPIC COULD BE TAUGHT TO 5th GRADERS, THE TEACHERS WERE SKEPTICAL SO A GROUP OF 5th GRADERS WERE BROUGHT IN AND DR. BLUM PROVED HIS POINT. THIS GREATLY IMPRESSED THE TEACHERS. HE WAS NOT A COLLEGE PROFESSOR WITH JUST THEORIES. HIS THEORIES WORKED!

ON WEDNESDAY A SPECIALIST ON BEHAVIOR MODIFICATION CAME IN TO HELP TEACHERS LEARN WAYS FOR CHILDREN TO TAKE RESPONSIBILITY FOR THEIR OWN ACTIONS. ALL ASPECTS OF DISCIPLINE WERE DISCUSSED. AMONG THE AREAS HE DEALT WITH WERE:

a. PREVAILING STRATEGIES FOR DEALING WITH PROBLEM STUDENTS

b. HELPING TEACHERS MAINTAIN SANITY IN THE CLASSROOM

c. MANAGEMENT STRATEGIES

d. RECOGNITION OF INAPPROPRIATE BEHAVIOR

e. PRIORITY REFERRALS

AND THURSDAY THE TEACHERS LEARNED HOW TO USE AUDIO VISUAL MATERIALS TO INDIVIDUALIZE INSTRUCTION, STIMULATE LEARNING, AID LEARNING DISABLED CHILDREN, ETC.

FRIDAY WAS THE SAME AS TUESDAY BUT REVERSED - PRIMARY TEACHERS REVIEWED THE SCOPE AND SEQUENCE OF THE MATH PROGRAM IN THE MORNING AND INTERMEDIATE TEACHERS CREATED MATH MATERIALS IN THE AFTERNOON.

THE TEACHERS LOVED THE PROGRAM. MANY EXPRESSED IN WRITING DURING THE EVALUATION OF THE PROGRAM THE TREMENDOUS EXCITEMENT THAT NEW IDEAS, NEW WAYS OF LOOKING AT OLD PROBLEMS GAVE TO THEM. SOME STATED THAT NOW ON THEIR OWN THEY WERE GIVEN THE IMPETUS TO STUDY TOPICS THAT WOULD GIVE THEM GREATER KNOWLEDGE AND SKILLS TO BECOME MORE STIMULATING TEACHERS IN THE CLASSROOM.

THE ADMINISTRATORS WERE JUST AS PLEASED WITH THE ENTHUSIASM AND GENERATION OF NEW IDEAS. IT WAS A STIMULATING WEEK WITH NEW FACETS, NEW APPROACHES IN THE CLASSROOM, A NEW WAY TO DO INSERVICE EDUCATION.

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